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ABSTRACT

This speech presents strategies to encourage international and multi-cultural education on college campuses. Six areas are listed that offer opportunities to improve and support internationalizing the curriculum and the campus as well as offer leverage for institutional change. Next, the principles used for international and multi-cultural education program development are explained via a case study of such an effort conducted at Ramapo College of New Jersey. Roadblocks to change and the broad objectives and strategies used at Ramapo College to facilitate that change are discussed, as well as the assessment criteria needed to evaluate the impact of the plans on faculty, the curriculum and extracurriculum, and the students. Observations and results are examined to describe what effect the process has had at Ramapo College. Finally, brief discussions are provided on the public influences on program development, and the future considerations of institutions that are considering the incorporation of global education into the curriculum. Contains 4 references. (GLR)

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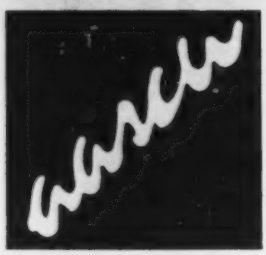

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Strategies for Internationalizing Campus and Curriculum

a speech presented at the 1990 national conference on "Internationalizing Campus and Curriculum"

Robert A. Scott
President
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The education most Americans receive neither fits them nor predisposes them to deal with the growing demands of international intercourse. We are, as a nation, relatively ill-informed about foreign policy issues, unfamiliar with foreign cultures, unskilled in foreign languages, and—except in moments of crisis—unimpressed with the importance to us of our own international agencies and programs. In the words of French writer Jean-Jacques Servan-Schreiber, Americans "ignore [the] world of human beings outside the borders of the U.S." or of the Mexican writer Carlos Fuentes, "What the U.S. does best is to understand itself. What it does worst is to understand others."[1]

We know the imperatives for global education, and they are not new. They just keep growing in number. National security is an imperative; economic competitiveness is an imperative; environmental interdependence is an imperative; addressing the increasing ethnic and religious diversity of our towns and schools is an imperative; addressing the fact that many of our citizens work for global or foreign-owned firms is an imperative; accepting the fact that even small businesses in this country must deal with issues of international trade, currency, and products is an imperative; acknowledging the fact that our college graduates likely will be supervised by or will supervise persons of different ethnic and nationality groups is an imperative; and yes, peaceful, respectful relations between nations is an imperative.

What do we as educators do about the circumstances described by Servan-Schreiber and Fuentes? How do we respond to these imperatives? Do we emphasize process or content, skills or concepts, current courses or new and specialized curricula? How should we use interactive computing and telecommunications to connect schools, colleges and businesses in this country, and make connections with educational partners in other regions of the world? How do we ensure that an emphasis on global literacy doesn't fan the flames of romance about a foreign culture while ignoring the diversity in our own communities? How do we provide the necessary preparation for current and future teachers and professors? How do we encourage teacher involvement in study and travel in non-Western as well as Western areas of the world? Of what use is foreign language study in high school or college if students don't have the opportunity to use the language? Which languages should we choose to teach—those important to our state's economic development

and international trade strategy, or those chosen because of area populations? In which case will students have the greater opportunity to use their second-language proficiency?

How can we be sure that we don't confuse global literacy and the kind of value-void acceptance of ideology described by Diane Ravitch? Or, as she put it recently, how can we be sure we won't sacrifice multi-culturalism for a new form of particularism? How can we balance the goals of global literacy and the need for basic skills—two essential ingredients of education sometimes thought to be in opposition—with international studies for the suburban elite and basic skills for the urban poor? Can't both needs be tied to the goals of raising student aspirations, reducing attrition, improving attainment and preparing students for an increasingly interdependent and multi-cultural world? Finally, how can we maintain the momentum for both international education and school and college reform?

The objectives for global education in colleges and universities seem clear:

- to provide students with a sense of time and place
- to challenge students to appreciate the complexity of issues and interests that bear on the relations among nations, regions and power groups
- to prepare students to take account of the new and changing phenomena that affect international relations
- to encourage critical thinking and inquiry about contending concepts and theories of international relations
- to "de-parochialize" students' perspectives on international affairs
- to heighten understanding that international relations are not static but subject to constant change. Any general education course in post-World War II international relations should be envisaged as the foundation for a lifelong effort directed at constant refinement and improvement of one's grasp on reality.[2]

The imperatives are compelling. The objectives are clear. How do we turn imperatives and objectives into priorities and funding? What are the points of leverage for action?

Points of Leverage for Action

Although particular points of leverage will vary by campus, the actual levers are the same: institutional strategy, mission statement, program reviews, budget requests, faculty and staff appointments, and regional accreditation. Each provides an opportunity to improve the priority for international and multi-cultural education.

1. Institutional strategy embraces the campus vision, identity, internal and external strengths and opportunities, and competitive advantage.

2. The campus mission statement is the institutional expression of educational goals and student outcomes.

3. Annual academic program and administrative unit reviews provide an opportunity to assess how every program fulfills the campus mission.

4. Annual budget requests are an opportunity to express institutional priorities.

5. Staffing decisions should be based on the mission.

6. Five- and ten-year regional accreditation self-studies and visiting team reports give each campus an opportunity for comprehensive analysis and interpretation of how the mission is being fulfilled in comparison with the regional accrediting association's "Characteristics of Excellence," which includes issues of equity and diversity.

All six exercises, and others not mentioned, offer prime opportunities to express and support campus priorities. These are the points of leverage for institutional change. On each occasion, we should express our commitment to educational objectives that acknowledge the world our graduates will face and the state and national imperatives for global understanding.

So much for a general approach to strategy development. What about a particular campus?

As stated earlier, interest in the international, or global, aspects of education is not new. There have been strong advocates for global education for many years. What is new is the broadening of the term *global* to include multi-cultural as well as international education, and the convergence of interests expressed by educators, business and political leaders, and students.

Principles for Program Development [3]

The principles to be used at any particular campus will depend on the goals and objectives established. Will the areas of emphasis be general education, selected majors, area studies, or foreign language proficiency and culture, offered as options for students? Or will the goal be to make global education pervasive throughout the curriculum and

extracurriculum in order to affect *all* students? Is the goal based on an institutional desire to keep up with fundamental industrial, technological and social trends in the United States, or on a need for competitive advantage, or distinctiveness, in comparison with other institutions?

At Ramapo College, a public undergraduate college of liberal arts, science, and professional studies, we developed a strategy emphasizing the international and multi-cultural dimensions of nearly all fields of study for reasons of institutional mission and educational philosophy, identity and distinctiveness—i.e., competitive advantage and societal need.

International and multi-cultural education was chosen as the strategic direction for Ramapo in 1985 not only because the new president believed strongly that every college graduate should be globally literate and the recipient of an education based on the liberal arts, but also because Ramapo College has a distinct set of strengths and opportunities. They include faculty expertise, student backgrounds, and neighboring international firms, all of which suggested the direction to take in strengthening institutional distinctiveness, attractiveness, enrollment and stability. And these objectives were essential in order to counter years of declining enrollments and a loss of public confidence.

In developing a strategy, it is necessary not only to assess assets and opportunities but also to develop a set of principles for decision making. At Ramapo we decided on the following principles to guide us in developing our identity as the "college of choice for a global education":

1. We decided that our strategy should include both international and multi-cultural themes. After all, the United States is part of the world, and we have a great diversity of ethnic groups and nationalities in our midst. It is just as important for our students to understand the cultural diversity of American society as it is for them to appreciate diversity in the world. Many people seem to think that "international" refers to those "over there," while "multi-cultural" refers to populations in our own towns, cities, or neighborhoods. We use "global" to cover both terms—international and multi-cultural.

2. We also decided that our theme of international and multi-cultural education should be pervasive throughout the curriculum, in remedial and developmental courses, general education and area studies, liberal arts majors, and professional studies such as accounting. (After all, if

accounting is the systematic assignment of value to assets, and if values and assets differ around the world, then our business students should study comparative accounting as well as international marketing.) We decided on an integrative approach that would include all programs rather than only particular majors.

3. Our strategy includes the extracurriculum as well as the curriculum, courses in subject matter as well as in skill areas. Our efforts touch all areas of campus life, including housing, urban internships, field study, coop education, and study abroad as well as student and faculty exchanges, visiting international and minority scholars, the use of computing and telecommunications, etc.

4. Our strategic mission embraces research and training as well as undergraduate teaching. There is an important role for our faculty to play through its scholarly and artistic activities and its work with graduate students through our joint programs with Rutgers University and New York University, and the state's Minority Academic Career program.

5. Our initiatives are being developed through campus expertise as well as through partnerships with others, including universities, community colleges, schools, communities, cultural organizations, and corporations whose expertise lies in different areas. In this manner, what we accomplish can be greater than the sum of the individual parts.

It should be obvious that faculty renewal and development is essential to these objectives and underlies these principles.

Roadblocks and Strategies

But aren't there roadblocks to such developments? Aren't there structural impediments to change? Doesn't faculty inertia inhibit change? Isn't money the lubricant of change, and isn't it in short supply—even for a noble cause such as international and multi-cultural education?

The answer to each question can be "yes," of course. But for reasons of institutional quality and competitiveness, as well as for reasons of educational philosophy—and for all the other reasons cited earlier—colleges and universities must incorporate the international and multi-cultural dimen-

sions of various fields of study into the curriculum as a matter of priority.

One of the advantages and attractions of this change is that it can be inclusive of all faculty; it is not the exclusive domain of just a few in a precious center of study. But even with these attractions, the change to increased international and multi-cultural programming requires a strategic plan and process. As with any plan, this strategy requires goals and objectives that attract the professional interests of faculty; an understanding of both mission and markets; a set of principles for the development of new courses and programs, and a planning process that attracts the involvement and commitment of faculty and staff. With expertise identified and commitments understood, funds can be sought with greater assurance. At Ramapo, we can attest to the possibilities.

We established six broad objectives for our efforts, including: (1) professional development for faculty and staff, with priority given to funds for travel, books and materials, consultants, visiting scholars, and faculty and staff exchanges; (2) curriculum development, including released time for revising current courses and developing new courses, scholarship and creative endeavors; (3) skill development, including languages, computing, international telecommunications capability, teleconferencing, audioconferencing, and televised programming; (4) experiential learning, including theme dorms, study abroad, student and faculty exchanges, urban internships and professional practice through international cooperative education; (5) programmatic partnerships with schools, colleges, community organizations and corporations; and (6) the recruitment and retention of students, with particular emphasis on international and minority students.

Criteria for Assessing the Impact of Programs

No matter how limited or pervasive the programming planned, assessment should be designed into it from the beginning. We need to know the impact of the plan on faculty, the curriculum and extracurriculum, and students.

At the more general level, we need to assess: (1) the continuing commitment of the board of trustees and the president to achieving the objectives, especially to the review of how these objectives are related to the mission statement, program reviews, staffing decisions and budget requests; (2) the role of faculty as the major determinants of the substance and quality of the programs; (3) the recruitment and reten-

tion of faculty essential to the programs; (4) the centrality of international and multi-cultural education to skill, liberal, and professional studies, and (5) the curricular and extra-curricular opportunities for students to develop attitudes, skills and knowledge that prepare them for citizenship and careers.

At a more specific level, we need to assess actual progress toward specific goals and objectives. At Ramapo, this means an assessment of: (1) the number of faculty and staff who participate in professional development; (2) the consequences of that experience; (3) the number and distribution of courses revised or added; (4) enrollment in courses related to the goals and objectives; (5) the development and use of audio and video telecommunications; (6) the number and quality of study abroad, international coop, student and faculty exchanges, visiting scholars, and urban internship programs; (7) the number of students participating; (8) the number, quality and results of partnerships with schools, business and community groups; (9) the number and program distribution of minority and international faculty, and (10) the number and quality of international and minority students recruited and retained.

Reflections on the Ramapo Experience

Ramapo's initiatives in global education, both international and multi-cultural, were greatly assisted by a special three-year grant of $3.4 million from the State of New Jersey's Governor's "Challenge for Excellence" grant program. We have completed the funding and, with the assistance of The American Forum for Global Education, have reviewed progress in attaining goals. The original proposal was structured around a strategic vision that would be followed with or without the extra state assistance and with a four-year financial plan that would show how the initiatives would be continued after the conclusion of the three-year grant period. It was our assumption that the strategic vision was of sufficient merit to attract private funding as well as other sources of public support. Indeed, we have received generous private and federal as well as other state grants to support the initiatives. These grants include support from Becton Dickinson, IBM, Matsushita, Sanyo, Sharp, Sony, and Title VI of the U.S. Department of Education.

The challenge grant award was divided into two nearly equal parts, with one-half financing the renovation and equipping of a facility to become our International Telecommunications Center, and one-half for various forms of faculty, staff, and curriculum development, programs for

student recruitment and retention, and related outreach efforts. New faculty were added in foreign languages, and additional staff were added to the cooperative education program to support the new international coop initiative. At the conclusion of the three-year grant period, the state provided $750,000 as a permanent addition to the base budget to support high-priority initiatives. Private grants from Becton Dickinson and Sharp are enabling us to add the equipment that was deleted from the recommended base budget addition.

There were many unexpected but beneficial consequences of the challenge grant support and related initiatives. Furthermore, we underestimated the positive results of the grant. The governor wanted his challenge grant program to result in greater distinctiveness and prestige for the state's colleges, and we benefited far more than we ever thought we would. Some objectives we thought were tremendously farsighted and ambitious at the time we developed the proposal have proven to be only somewhat farsighted and not quite as ambitious as we probably could have made them. In the area of telecommunications, we are far ahead of all but the largest research universities in terms of equipment and capability. In other areas, I wish we had been more ambitious, especially in adding staff for foreign language and humanities programs. However, we asked the state for as much as we thought we could, and were the only grant recipient to receive all that we requested.

Some have described aspects of our challenge grant initiatives as "sowing a thousand seeds" and awaiting the results. Although we certainly have had a more goal-oriented approach than this suggests, there is some truth to the notion of allowing many flowers to bloom before deciding which to cull. As a result, many individual faculty members established linkages with institutions in other countries, even when it did not seem at all certain that those linkages would build on campus strengths or add to all-college opportunities for faculty and students. The successor organization, the Center for Intercultural Education, has developed clear guidelines and priorities for the continuation and establishment of linkages, and I am confident this will occur. Nevertheless, we supported some travel and summer study in countries where it was not clear that sustained programmatic initiatives would result. We took risks, and that was appropriate. We need to encourage faculty to explore possibilities.

The initiatives for international and multi-cultural education were based on the principles of pervasive programming and institutionalized activities that would be-

come part of the fabric of the institution. We were more interested in infusing all programs with global awareness rather than in creating separate and precious programs. It was interesting, therefore, to realize the importance of having some programs specifically identified as international or multi-cultural, and as resulting from challenge grant support. The two examples to be cited are the program in International Business and the International Coop program. Without these programs, it would be possible for an outsider to review an index of programs and wonder about the impact of the grant. Visible symbols are important to reflect progress, even if they underrepresent the degree of progress made.

Progress has been dramatic. We have a permanent, annual Fulbright Fellow position in Italian Studies supported by the U.S. and Italian governments; Princeton-in-Asia Fellows for successive years; approval of a Diplomat-in-Residence every few years; more than 90 faculty who have revised or created new courses; more than 40 students who have participated in international coop in five countries, including the U.S.S.R.; an almost 200 percent increase in international student enrollment; more than a 60 percent increase in minority student enrollment; new institutional exchanges with universities in nearly all corners of the world; new language offerings, including Italian, Japanese and Chinese to accompany traditional offerings, including Russian; teleconferences and audioconferences for instruction and routine communication; a Japanese Culture Society, designed to be a bridge of understanding between Japanese and American society; and over $1 million in additional grants for international and multi-cultural education. This year 80 students studied at the University of Urbino in Italy, and 40 of their graduate students competed for two positions as teaching assistants at Ramapo. Not only has Ramapo been strengthened, but also student aspirations have been raised and our education has been enhanced to prepare students more fully to live and work in an increasingly interdependent and multi-cultural world.

In addition, Ramapo has gained new status in government and business circles. When the new governor wanted to meet senior executives of Japanese firms, he asked us. When the Department of Commerce Division of International Trade wanted advice on international business education, the staff asked Ramapo. (A more complete review of our assessment of progress is found in the handout, "Educational Goals and International Linkages."[4])

It is appropriate to wonder whether alternative formats would have been more successful and provided a more

effective foundation for future development. The pervasive approach we undertook is not suitable for every institution. Our initiatives support the notion that one can affect and improve the education of all students through selective initiatives in programs, such as the freshman seminar or general education; through an enhanced major, such as that in American Studies, which views the history of America from the perspective of a visiting scholar from a foreign university; and through increased emphasis in traditional majors on the history and culture of other peoples.

Public Influences on Program Development

Several states and regional associations have issued reports with recommendations about the need for schools and colleges to pay more attention to global education, both for its own sake in preparing well-informed citizens and for its value in international business interests. In addition to business and culture, states and regions have interests in agriculture, marine science, and environmental issues that are international in nature. Some also have international border concerns. Therefore, nearly all institutional initiatives for global education can be placed in a state, regional or national context, and connections to policy initiatives and both public and private funding sources can be made.

Future Considerations

All institutions should be considering how they will incorporate global education into the curriculum, whether for reasons of state, regional or national competitiveness, institutional advantage, or adjustment to students from new ethnic groups. The degree of program development will depend on the goals and mission of the campus. Whether focused or pervasive, the programs should be built on faculty strengths and related to campus mission as well as to campus opportunities. As with any other strategic development, global education at colleges and universities must be based on goals, principles and priorities. With adequate attention to the imperatives for improved and increased global education, and to the points of leverage for institutional change, international and multi-cultural education—i.e., education for an increasingly interdependent and multi-cultural world—will receive the priority and funding they deserve.

Notes

[1]"U.S. International Leadership for the 21st Century: Building a National Foreign Affairs Constituency," The Atlantic Council of the United States, Washington, D.C., 1987, p. 15.

[2]Post World War II International Relations as a Component of General Education in American Colleges and Universities, The Atlantic Council of the United States, Washington, D. C. 1989, p. 7.

[3]The following sections draw heavily on my presentation "Making the Curriculum More Global" at The University of Hartford, October 28, 1989.

[4]Robert A. Scott, "Educational Goals and International Linkages," presentation at the Education Commission of the States National Forum and Annual Meeting, Seattle, July 12, 1990.

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